Unit 1- Energy and the Universe

Days 82-85

-Develop a sense of the Earth’s place in the solar system, the Milky Way galaxy, and the universe.

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| Astronomical unit (AU) | the distance from the Earth to the sun |

Days 86-88

- Understand the nature of science and how that body of knowledge we call science changes over time. As new technology improves our ability to make observations, it can change the way we view the world and change the way we try to order and make sense of it.

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| components | a part of something, usually of something bigger |

Days 89-93

-Analyze the components and cycles of the solar system
-Compare and contrast the Earth to other planets
- Describe the setting of the solar system in the universe

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| Astronomical Unit (AU) | a unit of astronomical distances, especially within the solar system, equal to the mean distance between the Earth and the Sun, about 150 million km/93 million mi |

Days 94 Remediation

Days 95-99

-Analyze the components and cycles of the solar system -Describe space explorations and the understandings gained from them -Describe the setting of the solar system in the universe -Analyze the spin-off benefits generated by space exploration

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| Spin-off | to derive a new product, material, or service from something that already exists, or be derived in this way |

Days 100-104

-Describe space explorations and the understandings gained from them
-Analyze the spin-off benefits generated by space exploration technology

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| NASA | the U.S. government agency responsible for nonmilitary programs in the exploration and scientific study of space. |

Unit 2- Solar Sensations

Days 105-107

-Analyze the components and cycles of the solar system

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| revolution | a complete circle made around something, e.g. the orbit made by a planet or satellite around another body |
| rotation | a turning motion like that of a wheel around an axis or a fixed point, or the act or process of turning in such a way |

Day 108 Remediation

Days 109-113

-Analyze the components and cycles of the solar system -Relate the influence of the sun and the moon’s orbit to the gravitational effects produced on Earth.

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| waning | to show a decreasing illuminated surface between a full moon and new moon |
| waxing | to show a gradually increasing illuminated surface, as does the Moon between its new and full phases |

Days 114-117

- Analyze the components and cycles of the solar system (seasons)

| **Concept/Vocabulary Word**  | **Definition**  |
| --- | --- |
| hemisphere | one half of the Earth, especially a half north or south of the equator or west or east of the prime meridian |
| latitude | an imaginary line joining points on Earth's surface that are all of equal distance north or south of the equator |

Days 118-120

-The students should be able to demonstrate mastery of the objectives